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ABSTRACT

An evaluation of the elementary school teacher education program at the University of Texas at Austin sought to identify the most important research-based teaching skills in the program, compare perceptions of all members of the program on specific teaching skills, and identify preservice teachers' perceptions of program components. A composite list of skills was categorized into six groups: planning; management of student conduct; instructional organization and development; presentation of subject matter; evaluation; and personal and professional qualifications. Participants in the study included 200 preservice teachers, 200 supervising teachers, 34 college faculty, and 28 university supervisors. Analysis of the resulting data indicated that there was a high degree of congruence across all groups on concerns about teaching competencies that must be developed before leaving the program. There was strong agreement that management of student behavior was the most important skill category, with planning a close second. Data on the ranking of specific skills are presented in tables. The appendices include steps taken in the evaluation study, a complete list of identified teaching skills and categories, questions used in discussion groups, and transcriptions of preservice teachers' discussions on the specific content of program courses. (JD)

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Research-Based Teacher Effectiveness Skills: Perceptions of Members of a Teacher Education Program*

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Abstract

A study was undertaken to assess several aspects of a college elementary teacher education program. A total of 200 preservice teachers, 200 supervising teachers, 34 college faculty, and 28 university supervisors participated in the study. Data analysis indicates that the perceptions of preservice teachers, their supervising teachers, university supervisors, and university instructors are similar in concerns about teaching competencies that must be developed before leaving the program. There were some strong correlations between groups in their responses to general categories of teaching skills: university supervisors and university instructors strongly agreed on their perceptions of the teaching skills; supervising teachers and preservice teachers also strongly agreed in their perceptions. All groups felt that most of the research-based teacher effectiveness skills were either "very important" or "indispensable".

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Research-Based Teacher Effectiveness Skills: Perceptions of Members of a Teacher Education Program

This document reports on the evaluation activities undertaken recently to assess various components of the preservice elementary teacher education program in the College of Education at The University of Texas at Austin. It is a summary of the evaluation efforts undertaken during the spring semester of 1983.

The evaluation had as its major objectives the following:

1. To identify elementary teaching skills perceived to be most important in a teacher education program.
2. To compare the perceptions of faculty, university supervisors, supervising teachers, and preservice teachers concerning specific elementary teaching skills.
3. To identify preservice teachers' perceptions of components of the elementary teacher education program.

The research study included preservice teachers, supervising teachers, university supervisors, and college faculty. Since all the groups are intimately involved in the teacher education program, the research design included all of them. It was felt that if any group were excluded some important data might be excluded.

Method

Design and Procedure

An extended outline of the steps undertaken during the study are appended to the report (Appendix A). The first step was to design an instrument in order to collect data on elementary preservice skills. Teaching skills identified as part of the college's teacher education program were combined with important teaching skills identified in teacher effectiveness skills research (e.g., Barnes, Borich, Furst, Medley, and Rosenshine). A composite list of skills was formed. The skills were categorized into six major groups:

1. Planning
2. Management of Student Conduct
3. Instructional Organization and Development
4. Presentation of Subject Matter
5. Evaluation
6. Personal and Professional Qualifications

See Appendix B for a complete list of all teacher effectiveness skills and categories.

The Teacher Education Skills Survey (T.E.S.S.) instruments were distributed to a small sample from all four groups identified above. They were asked to review the skills for appropriateness and relevance to the teacher education program. In addition, they were asked to consider wording, question form, and general

format. It was decided that a Likert scale would be appropriate for the questions under study. Respondents were asked to rank each skill on a scale from 1-5 (Indispensable to Not Important). On the basis of the returns, some items were omitted, some were changed, and others were added. A final survey instrument was developed with a total of 76 elementary teaching skills currently representative of the present teacher education program.

Subjects

The revised T.E.S.S. instrument was submitted to 34 university faculty members, 28 university supervisors, 200 supervising teachers, and 200 elementary preservice teachers. After completing the instruments, all of them were returned to the college.

A second instrument was developed to ascertain the source (original course) where the teaching skills were taught in the elementary teacher education program. This survey was identified as the Source of Skills Survey (S.O.S.S.). Again, a preliminary instrument was sent to a small sample of university faculty. Ambiguous, repetitive, confusing, and low-rated questions were deleted. Some were completely rewritten. A final version was prepared and sent to teacher education university faculty.

A third set of questions was prepared for use with a small volunteer group of preservice teachers. All responses were audiotaped and transcribed at a later time for analysis. The purpose of the discussion group was to get in-depth feedback about their perceptions of the elementary teacher education

program. This adaptation of the clinical interview allowed the interviewer to pursue various points that might be raised during the discussion. The responses recorded would provide a rich data base of student perceptions of the elementary teacher education program. The question sets and summary of responses are included in Appendices C and D.

Data Collection and Data Analysis

The T.E.S.S. was mailed individually to all faculty and university supervisors for completion and return. University supervisors gave it to their preservice teachers for completion and returned them to the college after completion. University supervisors also distributed the instrument to the supervising teachers and returned them to the college

The S.O.S.S. was, once more, sent out individually to the college faculty.

The preservice teachers in the discussion group met six times for two hours per session. All sessions were audiotaped. An initial set of questions was prepared in advance for each session and, thereafter, the interviewer used probing questions designed to elicit perceptions of several aspects of the elementary teacher education program. The tapes were transcribed and the resulting responses analyzed and summarized at a later date.

All responses made on the survey instruments were tabulated and transferred onto IBM cards. The coding was checked by an assistant on the project. Statistical Package for the Social Sciences

(SPSS) was used for analysis of all data collected. Mean scores for each group on each skill were calculated. Correlations between groups by item and by category were also calculated. Data from S.O.S.S. were summarized as tallies from the courses identified for each faculty member.

Results

The mean scores by groups on the T.E.S.S. instrument are summarized in Table 1.

Insert Table 1 about here

The first fifteen skills with highest overall means are summarized in Table 2.

Insert Table 2 about here

Looking at each of the six main categories of skills, the first two important skills based on combined mean scores from all groups is summarized in Table 3.

Insert Table 3 about here

The total mean scores for all skill categories from each group were calculated and then combined to arrive at a total

mean for each category. These are summarized in Table 4.

Insert Table 4 about here

The first five important teaching skills as perceived by faculty are summarized in Table 5.

Insert Table 5 about here

The first five important teaching skills as identified by university supervisors are summarized in Table 6.

Insert Table 6 about here

The results of the T.E.S.S. survey instrument completed by supervising teachers are summarized in Table 7. The first five important teaching skills based on mean scores are identified.

Insert Table 7 about here

Preservice teachers' views as to the first five most important teaching skills are summarized in Table 8.

Insert Table 8 about here

In summarizing Tabie 1, the results reveal that participants in all of the four groups viewed many of the skills as indispensable while the remaining teaching skills were viewed as somewhat important. Sixteen teaching skills had a mean score of 4.5 or better, 46 teaching skills had a mean score of 4.0 or better, 13 teaching skills had a mean score of 3.5 or better, and only one skill had a mean score that was less than 3.5.

A Pearson Product-Moment Correlation was computed to determine whether there were any significant correlations between subject groups and skills categories. The results are summarized in Table 9.

Insert Table 9 about here

Table 10 gives the rank order of skills, based on their mean scores, by each group. This information will allow one to see the relative importance (rank) of each skill by any one particular subject group (e.g., How important is skill 1 to faculty compared to preservice teachers?). Use Appendix E to identify teaching skills -- the skill numbers, as they appear on the tables, can be matched with the skill category and number as it appears on the original survey.

Insert Table 10 about here

Table 11 combines all subject groups mean scores on each item and indicates the ranking of the skills. With this table, one can assess the importance of each skill perceived by all members of the teacher education program.

Insert Table 11 about here

Discussion

In the beginning of the report, the major objectives of this investigation were as follows:

A. To identify elementary teaching skills perceived to be most important in a teacher education program.

B. To compare the perceptions of faculty, university supervisors, supervising teachers, and preservice teachers concerning specific elementary teaching skills.

C. To identify preservice teachers' perceptions of components of the elementary teacher education program.

The following discussion will address the implications of the results of the surveys as they relate to the objectives.

The 76 elementary teaching skills are found in Appendix B at the end of this report. The relative importance and rank order by all groups are summarized in Table 1.

A careful examination and comparison of the means for each elementary teaching skill reveals close agreement between all groups. For instance, preservice teachers viewed 92% of the teaching skills very important. Sixty-two elementary teaching skills had mean scores of 4.0 or better. Supervising teachers rated 85% of the elementary teaching skills very important. Sixty-one elementary teaching skills had mean scores of 4.0 or better. University supervisors viewed 81% of the elementary teaching skills as very important. Fifty-eight elementary teaching skills had means of 4.0 or better. University faculty viewed 85% of the elementary teaching skills as very important. Sixty-one of the elementary teaching skills had means of 4.0 or better. Overall, 86% of the elementary teaching skills were viewed as very important with means of 4.0 or better.

The first 15 elementary teaching skills are summarized in Table 2. All of them were collectively viewed as very important with means of at least 4.51 or better. There appears to be little correlation of teaching skills and categories from which they are listed as subskills. That is, a variety of teaching skills from all of the categories were viewed as very important.

Since there is such good agreement between groups on the importance of these elementary skills, it can be concluded that

a program which lists them as part of the overall program as emphasizing skills that need to be mastered in order to be a competent teacher. This congruence or agreement indicates that all of the groups involved in teacher education are emphasizing common-end goals for the preservice teachers.

The teaching skills viewed by preservice teachers as important are probably ones that they will concentrate on and practice. These are the skills that they feel a competent teacher should possess in order to be successful in teaching. Since faculty and other groups are in high agreement, those skills will be emphasized and taught generally throughout the elementary teacher education program.

All teacher educators still view management of student behavior as the most important skill; planning was a close second. Management of behavior is the most important subject today and is one of the most difficult for even seasoned inservice teachers to master. It is also a reflection of the changing view of authority in the nation's public schools. Preservice teachers are no less concerned about this skill; for if there is any area they feel inadequate in, it is in behavior management. Thus, a great deal of time in the program is spent on developing behavior management skills.

Both university faculty and university supervisors view the instruction of pupils on rules and procedures as the most important teaching skill. This is one of the first things

that a teacher does when assuming direction of a class. It is a subskill of the management category. Considering behavior management skills concerns, this response is not surprising. Supervising teachers also were in agreement because they identified this skill as number one in importance. Preservice teachers were even more concerned by viewing it as almost indispensable.

Pearson Product-Moment Correlations were computed and summarized in Table 9. Five significant correlations were found at the 0.02 level. Faculty and university supervisors had significant correlations with five out of six of the teaching skills categories and approached significance with the sixth skills category. The remaining correlations (two) were very close to significance while the remaining correlation approached significance. Thus, faculty and university supervisors view these categories of skills in a similar fashion and emphasize them when working with preservice teachers in the teacher education program. At least their response of importance would reveal the kinds of skills that have relevance to teacher education programs.

The summary of S.O.S.S. data reveal that most teacher education faculty emphasize and stress most of the skills identified in this study in the teacher education courses designed for preservice teachers. This is reasonable since faculty viewed 85% of the teaching skills as very important with a mean score of 4.0 or better. It is reasonable to conclude that if these skills are viewed as very important, they will be a major part

of the teacher education program. Preservice teachers having similar views will be motivated to develop these skills.

In the discussion group seminar, the preservice teachers were asked to describe their experiences with their coursework, their observation field experience, their preservice school involvement, the contents of seminars with supervisors, and the quality of guidance and supervision provided by the university supervisors and their supervising teachers.

The students recommended adding courses to the curriculum that would address recognizing, evaluating, and dealing with learning and behavior problems.

A desire for a broader curriculum that would require training in all basic subject areas that they will be teaching in the elementary school was expressed.

They also thought that it is essential to have simultaneous practical experience with each methods course.

They said that they should be required to have specific training in behavior management, identifying learning problems, and understanding cultural diversities in the classroom.

In general, the students thought that they benefitted from consistent supervision and regular feedback from the supervisor and the cooperating teacher. They seemed to be more receptive to constructive criticism presented in a positive manner.

They enjoyed well-planned and practical seminars. Good cooperating teacher role models were appreciated.

Overall, they viewed the student teaching experience as a valuable learning time.

Summary

The primary purpose of this investigation was to assess various components of an elementary teacher education program. Specifically, the investigation was designed to determine the views of faculty, preservice teachers, supervising teachers, and university supervisors toward elementary program teaching skills. Another aspect was to compare these views to determine the amount of similarity and thus ascertain program skills emphasized in various teacher education courses.

It would seem from the results obtained through the investigation that there is a high degree of agreement on views of elementary teaching skills emphasized in the present teacher education program. Not only faculty and supervisors agree on the importance of the teaching skills, but supervising teachers also view them in a very similar manner. Thus all three groups are probably emphasizing similar skills. This congruence of views no doubt is due to a very close association between faculty and university supervisors as well as an inservice program that develops and emphasizes these elementary teaching skills.

The findings that have been generated by this investigation indicate that these skills which are a major part of the university's teacher education program are viewed as important

by all involved with it. This strong agreement among groups associated with the teacher education program probably enhances and strengthens it and contributes to the overall success of its graduates. Teaching skills viewed important by teacher educators as well as preservice teachers are most likely emphasized and acquired by the preservice teachers in the teacher education program.

When there is a strong agreement between all members of a teacher education program on the importance of specific competencies, we can feel reasonably safe in assuming that we are consistently striving towards the same end. We don't seem to have fragmented views on what makes an "effective" teacher. Since the survey skills were based on research, we can assume that we are on course relative to the research in this area.

The significant relationships between university supervisors and university instructors indicates that although teacher educators are maintaining autonomy in teaching styles, we are teaching the same basic skills. There seems to be consistency in the type of preparation deemed important for preservice teachers.

Though all four subject groups seemed to think that most of the skills were important, they differed in which ones they felt were most important. This brings forth a question of transference in regard to what we think should be taught (what we say is important) to what is actually being taught. For example,

if supervising teachers and student teachers think differently on which skills are most important than university supervisors and university instructors, are the same skills being stressed in the student teaching classroom as in the college classroom?

TABLES

Table 1

Mean Scores of Teaching Skills by All Groups

Skill Number	Groups: Faculty	University Supervisor	Supervising Teacher	Preservice Teacher	Total
1	4.500	4.481	4.475	4.474	4.477
2	4.500	4.615	4.516	4.543	4.535
3	4.304	4.407	4.442	4.328	4.381
4	4.348	4.074	4.223	4.096	4.168
5	3.783	4.333	4.275	4.284	4.245
6	4.435	4.519	4.433	4.595	4.507
7	4.227	4.407	4.150	4.241	4.218
8	4.318	4.259	4.165	4.087	4.154
9	3.818	3.963	3.860	3.897	3.881
10	4.391	4.222	4.123	4.148	4.164
11	4.182	4.160	4.068	4.175	4.129
12	4.174	4.333	4.109	4.191	4.169
13	4.391	4.481	4.308	4.330	4.340
14	4.826	4.815	4.803	4.896	4.843
15	4.652	4.778	4.730	4.879	4.788
16	4.130	4.185	4.336	4.287	4.286
17	4.174	4.074	4.393	4.431	4.361
18	4.174	4.185	4.320	4.400	4.328
19	4.500	4.593	4.541	4.422	4.495
20	4.739	4.519	4.598	4.509	4.566
21	4.545	4.519	4.492	4.629	4.554
22	4.304	4.556	4.508	4.612	4.538
23	4.273	4.259	4.467	4.661	4.507
24	4.095	3.926	4.156	4.259	4.171
25	4.391	4.296	4.328	4.383	4.352
26	4.304	4.259	4.393	4.513	4.422
27	4.000	4.308	4.256	4.174	4.207
28	4.130	4.038	4.223	4.405	4.273
29	4.826	4.778	4.736	4.759	4.756
30	4.261	4.037	3.975	4.155	4.077
31	3.409	3.407	3.869	3.757	3.745
32	4.304	4.444	4.361	4.466	4.406
33	4.609	4.519	4.459	4.560	4.517
34	3.783	3.926	3.908	3.814	3.862
35	4.000	4.037	4.091	4.235	4.136
36	4.000	4.111	4.123	4.086	4.098
37	4.652	4.519	4.570	4.543	4.561
38	4.609	4.741	4.746	4.733	4.729
39	3.826	4.222	4.281	4.147	4.185
40	3.818	3.889	3.934	4.027	3.957
41	3.870	3.704	4.033	4.053	3.997
42	4.238	4.038	3.992	4.078	4.049
43	4.696	4.615	4.525	4.655	4.599
44	4.045	4.111	4.246	4.293	4.237
45	4.435	4.370	4.500	4.603	4.524
46	4.409	4.185	4.426	4.504	4.434
47	4.478	4.370	4.402	4.400	4.404
48	3.783	3.519	3.711	3.409	3.577
49	3.826	3.815	4.123	4.138	4.076
50	4.455	4.185	4.270	4.362	4.324
51	4.053	3.760	3.807	4.183	3.975
52	4.043	3.667	3.902	3.930	3.902
53	4.000	4.115	4.164	4.204	4.163
54	4.273	4.037	4.183	4.193	4.180
55	4.739	4.630	4.554	4.748	4.654
56	3.682	3.500	3.876	3.957	3.859
57	4.174	4.407	4.554	4.470	4.476
58	3.864	3.778	4.124	4.148	4.081
59	4.217	4.037	4.140	4.254	4.182
60	4.435	4.519	4.281	4.539	4.430
61	4.478	4.370	4.221	4.431	4.340
62	3.045	3.000	3.066	3.250	3.131
63	4.609	4.259	4.385	4.421	4.406
64	4.652	4.444	4.467	4.560	4.517
65	4.429	4.074	4.361	4.362	4.319
66	4.136	3.889	4.107	4.235	4.140
67	4.636	4.481	4.369	4.374	4.402
68	4.227	3.926	3.992	3.974	3.996
69	3.318	3.407	3.595	3.513	3.523
70	4.217	3.923	3.975	3.927	3.971
71	4.261	4.080	4.225	4.409	4.290
72	4.043	4.333	4.372	4.595	4.432
73	3.652	3.481	3.810	4.140	3.896
74	4.217	4.222	4.331	4.491	4.376
75	3.783	4.185	4.174	4.284	4.185
76	4.087	4.259	4.372	4.461	4.374
Total	4.213	4.182	4.242	4.298	

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Table 2

Rank Order of First Fifteen Teaching Skills

Item	Skill	Mean	Rank
14	Has clear rules and procedures	4.84	1
15	Instructs pupils on rules and procedures	4.79	2
29	Is consistent in enforcement of rules	4.76	3
38	Secures students' attention before beginning	4.73	4
55	Provides feedback (positive feedback, negative, academic praise, nonevaluative feedback, supportive correction)	4.65	5
43	Provides clear presentations	4.60	6
20	Holds students accountable for behavior	4.57	7
37	Keeps students actively involved in lessons	4.56	8
21	Signals appropriate behavior	4.55	9
22	Establishes eye contact	4.54	10
2	Identifies and selects the instructional activity in which the students will engage for a given period of instructional time	4.53	11
45	Checks for understanding of assignment	4.52	13
33	Uses material matched to ability levels of students	4.52	13

Table 2 (continued)

Item	Skill	Mean	Rank
64	Test tasks are representative of the subject matter taught	4.52	13
23	Praises	4.51	15

Table 3

Rankings of First Two Teaching Skills in Each Skill Category

Category	Item	Skill	Mean	Rank
Planning	2	Identifies and selects content (one or more concepts, skills, facts, rules, principles, laws) to be taught during a lesson	4.53	1
	6	Prepares and arranges materials to be readily available for a particular segment of instruction	4.51	2
Management of Student Conduct	14	Has clear rules and procedures	4.84	1
	15	Instructs pupils on rules and procedures	4.78	2
Instructional Organization and Development	37	Keeps students actively involved in a lesson	4.56	1
	33	Uses materials matched to ability levels of students	4.52	2

Table 3 (continued)

Category	Item	Skill	Mean	Rank
Presentation of Subject Matter	38	Secures students' attention before beginning	4.73	1
	55	Provides feedback (positive feedback, negative feedback, academic praise, nonevaluative feedback, supportive correction)	4.65	2
Evaluation	64	Test tasks are representative of the subject matter taught	4.52	1
	67	Uses test data feedback to monitor progress toward course objectives, to provide reinforcement of successful learning to the learner, and to identify specific errors in understanding	4.40	2

Table 3 (continued)

22 Rankings of First Two Teaching Skills in Each Skill Category

Category	Item	Skill	Mean	Rank
Professional and Personal Growth	72	Works cooperatively with colleagues and other staff persons	4.43	1
	74	Is clean, neat, and well-groomed	4.38	2

Table 4

Rank Order of Teaching Skills Categories by Total Means

Category	Mean	Rank
Management of Student Conduct	4.42	1
Planning	4.27	2
Personal/Professional Growth	4.16	3
Presentation of Subject Matter	4.16	3
Instructional Organization and Development	4.15	5
Evaluation	4.14	6

Table 5

First Five Teaching Skills Perceived Important by Faculty

Item	Skill	Mean	Rank
14	Has clear rules and procedures	4.83	1
29	Is consistent in enforcement of rules	4.83	1
20	Holds students accountable for behavior	4.74	3
55	Provides feedback (positive feedback, negative feedback, academic praise, nonevaluative feedback, supportive correction)	4.74	3
43	Provides clear presentations	4.70	5

Table 6

First Five Teaching Skills Perceived Important by University Supervisors

Item	Skill	Mean	Rank
14	Has clear rules and procedures	4.81	1
15	Instructs pupils on rules and procedures	4.78	2
29	Is consistent in enforcement of rules	4.78	2
38	Secures students' attention before beginning	4.74	4
3	Sequences content in the order in which subject matter will be taught	4.61	5

Table 7

First Five Teaching Skills Perceived Important by Supervising Teachers

Item	Skill	Mean	Rank
14	Has clear rules and procedures	4.80	1
38	Secures students' attention before beginning	4.75	2
29	Is consistent in enforcement of rules	4.74	3
15	Instructs pupils on rules and procedures	4.73	4
20	Holds students accountable for behavior	4.60	5

Table 8

First Five Teaching Skills Perceived Important by Preservice Teachers

Item	Skill	Mean	Rank
14	Has clear rules and procedures	4.90	1
15	Instructs pupils on rules and procedures	4.88	2
29	Is consistent in enforcement of rules	4.76	3
55	Provides feedback (positive feedback, negative feedback, academic praise, nonevaluative feedback, supportive correction)	4.75	4
38	Secures students' attention before beginning	4.53	5

Table 9

Pearson Product Moment Correlations Between Subject Groups and Skills Categories

Category	Subject Groups	Correlation
Planning	Faculty and University Supervisors	p=.022*
Management of Student Conduct	Faculty and University Supervisors	p=.001**
	Supervising Teachers and Preservice Teachers	p=.057***
Instructional Organization and Development	Faculty and University Supervisors	p=.001**
Presentation of Subject Matter	Faculty and University Supervisors	p=.001**
Evaluation	Faculty and University Supervisors	p=.001**
	University Supervisors and Supervising Teachers	p=.060***

Table 9 (continued)

Category	Subject Groups	Correlation
Personal and Professional Growth	Faculty and University Supervisors	p=.056***
	University Supervisors and Preservice Teachers	p=.057***

*p<.05 **p<.01 ***approaches significance

Table 10

Rank Order of Skills by Each Subject Group

Rank Order	Faculty	University Supervisor	Supervising Teacher	Preservice Teacher
	Skill	Skill	Skill	Skill
1	14	14	14	14
2	29	15	38	15
3	20	29	29	29
4	55	38	15	55
5	43	55	20	38
6	37	2	37	23
7	64	43	57	43
8	15	19	55	21
9	67	22	19	22
10	33	21	43	45
11	38	6	2	6
12	63	33	22	72
13	21	20	45	33
14	2	37	21	64
15	1	60	1	2
16	19	1	23	37
17	47	13	64	60
18	61	67	33	26
19	50	32	3	20
20	45	64	6	46
21	60	3	46	74
22	6	57	47	1
23	65	7	17	57
24	46	45	26	32
25	10	47	63	76
26	13	61	72	17
27	25	12	76	61
28	4	5	67	19
29	8	72	32	63
30	32	27	65	71
31	22	25	16	28
32	26	23	74	18
33	3	8	25	47
34	54	63	18	25
35	23	26	13	67
36	30	76	39	50
37	71	10	60	65
38	42	39	5	13
39	68	74	50	3
40	7	18	27	44
41	59	46	44	16
42	70	16	71	5
43	74	50	28	75
44	11	11	4	24
45	18	75	61	59
46	12	53	54	7
47	57	36	75	35
48	17	44	8	66
49	66	71	53	53
50	16	4	24	54
51	28	17	7	12
52	24	65	59	51
53	76	30	58	11
54	51	42	36	27
55	44	28	10	30
56	52	35	49	58
57	72	54	13	10
58	36	59	66	39
59	35	9	35	73
60	53	34	11	49
61	27	68	41	4
62	41	24	42	8
63	58	70	68	36
64	39	40	30	42
65	49	66	70	41
66	40	49	40	40
67	9	58	34	68
68	48	51	52	56
69	34	48	56	52
70	5	41	31	70
71	75	52	9	9
72	56	56	73	34
73	73	73	51	31
74	31	69	48	69
75	69	31	69	48
76	62	62	62	62

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Table 11

Mean Scores of Teaching Skills by All Groups

Order	Item Number	Mean
1	14	4.843
2	15	4.788
3	29	4.756
4	38	4.729
5	55	4.654
6	43	4.599
7	20	4.566
8	37	4.561
9	21	4.554
10	22	4.538
11	2	4.535
12	45	4.524
13	33	4.517
13	64	4.517
15	6	4.507
15	23	4.507
17	19	4.495
18	1	4.477
19	57	4.476
20	46	4.434
21	72	4.432
22	26	4.422
23	60	4.420
24	32	4.406
24	63	4.406
26	47	4.404
27	67	4.402
28	3	4.381
29	74	4.376
30	76	4.374
31	17	4.361
32	25	4.352
33	13	4.340
33	61	4.340
35	65	4.339
36	18	4.328
37	50	4.314
38	71	4.290
39	16	4.286
40	28	4.273
41	5	4.263
42	44	4.237
43	7	4.218
44	27	4.207
45	39	4.185
45	75	4.185
47	59	4.182
48	54	4.180
49	24	4.171
50	12	4.169
51	4	4.168
52	10	4.164
53	53	4.163
54	8	4.154
55	66	4.140
56	35	4.136
57	11	4.129
58	36	4.098
59	58	4.081
60	30	4.077
61	49	4.076
62	42	4.049
63	41	3.997
64	68	3.996
65	51	3.975
66	70	3.971
67	40	3.957
68	52	3.902
69	73	3.898
70	9	3.881
71	34	3.862
72	56	3.859
73	31	3.745
74	48	3.577
75	69	3.523
76	62	3.131

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APPENDICES

Appendix A

Steps in Evaluation

The following steps and procedures were executed in the evaluation process:

1) Analyze teacher education program components (e.g., courses, field experiences, student teaching).
2) Use analysis of teacher education program to develop a seminar discussion guide.
3) Select at random preservice teachers for self-reporting on teacher education program components.
4) Randomly select supervising teachers for participation in a survey of teacher education components.
5) Select a discussion leader to lead discussion groups of preservice teachers on teacher education program.
6) Record all discussions for later transcription.
7) Analyze transcriptions and data collected.
8) Examine The University of Houston's and the State of Florida's new evaluation systems for teacher education programs.
9) Obtain The University of Texas at Austin's teacher education objectives from the College of Education.
10) Examine The University of Texas at Austin's teacher education program guidelines. These guidelines specified courses to be taken by all education majors.
11) Review the literature in order to develop a definition of teacher "effectiveness". Drs. Robert Soar, Susan Barnes, Thomas Good, and

Gary Griffin of the University of Texas at Austin's Research and Development Center for Teacher Education were consulted and their current research findings discussed and documented.

12) Conduct further research on effective teaching competencies. ERIC searches were made and the literature was surveyed in order to identify "effective" teaching competencies (based on student achievement).

13) Define the varied components of The University of Texas at Austin's teacher education program. These components consisted of coursework, field experiences, and student teaching.

14) Match and combine The University of Texas at Austin's teacher education objectives with research-based effective teaching competencies and compose a list of "teacher effectiveness skills" for questionnaires.

15) The instrument to be developed was intended to be used for the following groups:

    A. Faculty of core education courses; n = 34

    B. University supervisors of elementary student teachers; n = 28

    C. Supervising teachers of student teachers; n = 200

    D. Preservice teachers - elementary; n = 200

16) The questionnaires listed the competencies in item 14 above and were rated for importance from each group.

17) The instrument was pretested for various styles and format and reader ease.

18) It was decided that the Likert scale would be appropriate for the type of questionnaire used in this research. Different types of Likert scales were pretested. A scale from 1-5 was selected (very important-

not very important).

19) Items were removed based on duplication and reader confusion.

20) General to specific ordering was done for each umbrella category in the questionnaire.

21) Cover letters explaining the project were sent to all the participants in each group.

22) A method for distribution of questionnaires was selected. One packet was given to the supervisors and they disseminated the questionnaires to supervising teachers and preservice teachers. The faculty's questionnaires were sent individually.

23) A method for collecting the questionnaires was identified.

24) For the in-depth personal discussion group, the organization was as follows: a) a notice was sent out through university supervisors for preservice teacher volunteers; b) the preservice teachers met six times, once a week, for two hours each session; c) the sessions were audio-taped for transcription at a later time.

25) Specific questions were constructed for use during each discussion session with preservice teachers.

26) In part I of the instructors' survey the skills were rated for importance. The responses from part I were recorded. Ambiguous, repetitive, confusing, and low-rated questions were deleted. Some questions necessitated rewording changes.

27) Part II of the instructors' questionnaire for identifying specific courses was sent out. In part II , the area of focus was course(s) in which the skills were covered.

28) Responses from all questionnaires were recorded on data sheets.

29) Information on data sheets was transferred onto computer data cards.

30) Research specialists were consulted for an appropriate statistical package to analyze the data. It was suggested that the Statistical Package for the Social Sciences (SPSS) be used and a program was written for the data analysis.

31) The statistical information sought from the data on the ratings questionnaires were as follows:

   A. Frequencies (raw scores and percentages) of each skill item by group (supervising teachers, university supervisors, faculty, and preservice teachers). This amounted to four sets of data with 77 variables.

   B. Frequencies of total areas (planning, management of student conduct, etc.) by group. This also resulted in four sets of data.

   C. Cross tabulations between each group for each ite. (University supervisors, faculty, supervising teachers, preservice teachers responses to skill k, skill 2, etc.).

   D. Correlation between groups by item to indicate most significant cells.

32) Statistical information sought from faculty's part II-(source questionnaire) was a simple tally of responses of the course(s) that included each skill.

33) Preservice teacher discussion group tapes were transcribed and placed onto charts (samples in Appendix D).

Appendix B

Teacher Effectiveness Skills Survey

	Indispensable	Very Important	Fairly Important	Little Importance	No Importance
I. PLANNING					
A. Content Coverage					
*(1)1. identifies the subject matter that is to be taught during a given segment on instruction	1	2	3	4	5
(2)2. identifies and selects content (one or more concepts, skills, facts, rules, principles, laws) to be taught during a lesson	1	2	3	4	5
(3)3. sequences content in the order in which subject matter will be taught	1	2	3	4	5
(4)4. paces content by specifying the amount of subject matter to be taught during a segment of instruction	1	2	3	4	5
OTHER:					
B. Utilization of Instructional Materials					
(5)1. identifies and selects materials by naming specific text pages or other types of materials to be used for instruction	1	2	3	4	5
(6)2. manages instructional material by preparing and arranging materials that are to be used for a particular segment of instruction so that they are readily available	1	2	3	4	5
C. Activity Structure					
(7)1. identifies and selects the instructional activity by stating the activity in which s/he or the students will engage for a given period of instructional time	1	2	3	4	5
(8)2. sequences instructional activity by citing an order or pattern for a series of activities	1	2	3	4	5
(9)3. paces instructional activity by specifying the amount of time to be spent on an activity or the number of activities to be completed within a given period	1	2	3	4	5

*Skill numbers as they appear on the tables ( ) are in parenthesis

	Indispensable	Very Important	Fairly Important	Little Importance	No Importance
D. Goal Focusing					
(10) 1. identifies expected learner outcome that should result from instruction, both general and specific	1	2	3	4	5
(11) 2. evaluates goal/instruction congruence by relating expected student outcomes to content, instructional activity, teaching-learning materials, instruction format or other instructional elements	1	2	3	4	5
E. Diagnosis					
(12) 1. identifies learner state by indicating what the learner does know or needs to know, should be able to do, or how the learner should feel	1	2	3	4	5
(13) 2. evaluates learner end-state by determining whether or not students have met established criteria for acceptable performance	1	2	3	4	5
OTHER:					
II. MANAGEMENT OF STUDENT CONDUCT					
A. Classroom Administration					
(14) 1. has clear rules and procedures	1	2	3	4	5
(15) 2. instructs pupils on rules and procedures	1	2	3	4	5
(16) 3. begins class promptly	1	2	3	4	5
(17) 4. moves students through transition quickly and smoothly	1	2	3	4	5
(18) 5. has classroom arranged for ease of movement and visibility	1	2	3	4	5
B. Prevention of Misbehavior					
(19) 1. is actively involved with students or actively instructing	1	2	3	4	5
(20) 2. holds students accountable for behavior	1	2	3	4	5
(21) 3. signals appropriate behavior	1	2	3	4	5
(22) 4. establishes eye contact	1	2	3	4	5

	Indispensable	Very Important	Fairly Important	Little Importance	No Importance
(23) 5. praises	1	2	3	4	5
(24) 6. uses a variety of rewards	1	2	3	4	5
(25) 7. monitors on-task behavior	1	2	3	4	5
C. Reaction to Misbehavior					
(26) 1. responds quickly to misbehavior	1	2	3	4	5
(27) 2. corrects specific student(s)	1	2	3	4	5
(28) 3. cites specific rules	1	2	3	4	5
(29) 4. is consistent in enforcement of rules	1	2	3	4	5
OTHER:					
III. INSTRUCTIONAL ORGANIZATION AND DEVELOPMENT					
(30) 1. relates content to student interest and background	1	2	3	4	5
(31) 2. follows prescribed curriculum	1	2	3	4	5
(32) 3. uses a variety of materials as well as workbooks/ textbooks	1	2	3	4	5
(33) 4. uses materials matched to ability levels of students	1	2	3	4	5
(34) 5. uses large group or whole class instruction	1	2	3	4	5
(35) 6. uses small group instruction	1	2	3	4	5
(36) 7. groups by ability level for specific class activities	1	2	3	4	5
(37) 8. keeps students actively involved in lessons	1	2	3	4	5
OTHER:					
IV. PRESENTATION OF SUBJECT MATTER					
A. Preparing Students for the Lesson					
(38) 1. secures students' attention before beginning	1	2	3	4	5
(39) 2. reviews previous content	1	2	3	4	5

		Indispensable	Very Important	Fairly Important	Little Importance	No Importance
(40)	3. gives/seeks rationale for lesson	1	2	3	4	5
(41)	4. states objectives	1	2	3	4	5
	B. Teacher Presentation of Lesson					
(42)	1. uses initiating activities to begin lessons	1	2	3	4	5
(43)	2. provides clear presentations	1	2	3	4	5
(44)	3. presents material in small steps	1	2	3	4	5
(45)	4. checks for understanding of assignment	1	2	3	4	5
(46)	5. engages in discussion (probes, rephrases, questions, prompts)	1	2	3	4	5
(47)	6. maintains active participation by students	1	2	3	4	5
(48)	7. calls on students in a systematic manner	1	2	3	4	5
(49)	8. asks questions that enable students to answer with high degree of success	1	2	3	4	5
(50)	9. varies cognitive level of questions	1	2	3	4	5
(51)	10. provides answers to questions	1	2	3	4	5
(52)	11. promotes verbal interaction between students	1	2	3	4	5
(53)	12. conducts controlled practice over new material	1	2	3	4	5
(54)	13. monitors responses for correctness	1	2	3	4	5
(55)	14. provides feedback (positive feedback, negative feedback, academic praise, nonevaluative feedback, supportive correction)	1	2	3	4	5
(56)	15. uses culminating activities to conclude daily lessons	1	2	3	4	5
(57)	16. uses standard English	1	2	3	4	5
	C. Student Practice after Presentation					
(58)	1. gives related seatwork assignments	1	2	3	4	5
(59)	2. monitors seatwork	1	2	3	4	5
(60)	3. works with individuals	1	2	3	4	5

		Indispensable	Very Important	Fairly Important	Little Importance	No Importance
(61)	4. provides students opportunities to apply new learning	1	2	3	4	5
(62)	5. assigns homework	1	2	3	4	5
(63)	6. holds students accountable for assignments	1	2	3	4	5

OTHER:

V. EVALUATION

(64)	1. test tasks are representative of the subject matter taught	1	2	3	4	5	
(65)	2. prepares for testing by motivating the student to put forth their best effort, familiarizing the student with the test format, explaining why the test is relevant, and how the scores will be used	1	2	3	4	5	
(66)	3. controls test environment by adjusting physical conditions (distractions, temperature, and seating arrangements)	1	2	3	4	5	
(67)	4. uses test data feedback to monitor progress toward course objectives, to provide reinforcement of successful learning to the learner, and to identify specific errors in understanding	1	2	3	4	5	
(68)	5. uses a variety of test formats	1	2	3	4	5	
(69)	6. uses both pre- and posttests	1	2	3	4	5	
(70)	7. uses a variety of data sources for evaluation purposes	1	2	3	4	5	
(71)	8. checks homework and returns graded papers promptly	1	2	3	4	5	

OTHER:

VI. PERSONAL AND PROFESSIONAL QUALIFICATIONS

(72)	1. works cooperatively with colleagues and other staff persons	1	2	3	4	5	
(73)	2. participates in school and professional activities beyond the classroom	1	2	3	4	5	
(74)	3. is clean, neat, and well-groomed	1	2	3	4	5	
(75)	4. is efficient at routine and clerical work	1	2	3	4	5	
(76)	5. is not tardy or absent for reasons other than health/emergency	1	2	3	4	5	

Appendix C

Discussion Group Questions

Sample: 7 elementary student teachers enrolled in The University of Texas Teacher Education Program were randomly selected. Two of the participants also received Kindergarten endorsements. Notices were sent to all elementary student teachers announcing this seminar.

Setting: The seminars were held every Wednesday from 1:30 p.m. to 3:30 p.m. for a period of six weeks. The meeting place was a room on campus with comfortable tables and chairs. The seminars were audiotaped.

Format: The discussion group was lead by an interviewer. A series of structured questions was asked by the interviewer and the members of the group respond-d to the questions as they chose.

Sample Questions

Coursework:

1. "We are going to discuss your coursework. Think of the coursework that you have had in preparation for becoming a teacher. Which courses did you find helpful in preparing you for student teaching?"

**Interviewer applies this series of questions to each of the following: Methods courses, Educational Psychology courses (required), Specialization courses, Other Required courses.

2. "What things were included in that course that you felt were helpful?"
3. "How is this helping you in student teaching?"

4. "Which courses were not helpful?"
5. "Why was this course not helpful?"
6. "Have you practiced anything from this course in your student teaching?"
7. "What were some of the things you did in this course?"
8. "Would you recommend this course to fellow students?"
9. "What suggestion(s) do you have for improving this course?"
10. "What course(s) would you suggest adding to your Teacher Education curriculum? Why? How do you think this will help you?"
11. "Which courses would you suggest dropping from your program (if any)? Why?"

Field Experiences:

1. "Where in your program have you had the opportunity to work in the 'field' with students?"
2. "Have these experiences been helpful? How?"
3. "Have any of these experiences been detrimental? How?"
4. "How much time each week did you spend in the classroom in your 'Observation Block' ?"
5. "Did you feel that was enough time?"
6. "Would you like to have had more time in the field?"
7. "What kinds of things were you involved with in your fieldwork?"
8. "What were your feelings about the things in which you were involved in the block?"
9. "Would you change how the fieldwork is structured in your Teacher Education Program? How?"

Appendix D

Seminar Tapes Transcriptions

COURSEWORK

Helpful Courses in Student Teacher Preparation	Helpful Aspects	Why?	Applicable to Your Student Teaching?	How?	Other Comments
Science Methods	Good teacher	New activities each week; lots of experiments. Applied concepts to classroom.	Have not had a chance to do so but would like to use a lot of science in my class.		
	Good teacher.	Different activities and used handouts for future reference.	Teacher has not allowed time yet, but would like to teach science.		"I can't wait to try some of that stuff. was great!"
	Were able to do a couple of activities in front of the class.	Could try own ideas.			
	Hands-on experience.	Motivational			Field experiem would not have enhanced course Hands-on was enough.
Language Arts	Puppets, reading aloud to kids every day, using different methods of teaching (i.e., plays)		Used puppets and creative writing.		

COURSEWORK

Helpful Courses in Student Teacher Preparation	Helpful Aspects	Why?	Applicable to Your Student Teaching?	How?	Other Comments
SED 332	Increased awareness of the handicapped	Helped mainstream skills			
SED 371	Mainstreaming	Regular teachers are often unaware of special students needs.			
Reading Concentration Internship	Classroom teaching experience every day for one semester		YES!!	"I feel like if you gave me a classroom and said teach reading, I could tell you what I would do . . . but in math I'm scared to death."	Her concentration was in reading. She never had to take a math methods course.
Ed Psychology	Positive and Negative Reinforcemt		Not a whole lot.		"We've had so much psychology since we got in child development and they all say the same thing."
SED Observation	Field Experience	Correlation studies, writing samples, case studies, how to help a failing child.	Yes.	Looked for consistent spelling errors and wording of phrases in certain children. Could pinpoint areas where help was needed for individual students.	*Had Field Experience*

COURSEWORK

Courses Both Helpful and Non-Helpful	Helpful Aspects	Why?	Non-helpful Aspects	Why?	Applicable to Student Teaching?	Suggestions for Improvement
Reading Methods Course (370E)	Text and professor		No practical experience	Did not know how to teach reading when course completed.	Realize that reading aloud to students is necessary.	Field Experience needed.
	Learned to administer IRI tests.	Could now administer tests, although notes would have to be consulted.	No experience with students		Nothing! Course forgotten as soon as completed!	
	Field experience		Amount of time spent at school	Other activities occupied time besides just reading	** Had field experience.**	
Math Methods Course			Learning how professor thinks is the best way to present a concept.	No practice on actual students; no time to apply what was learned.		Field Experience needed
			Teaching self how to do something.	College students may see concept easy whereas elementary students would not.		
	Teaching the material to yourself	Review of material good, as well as "why" rules and theories work. Also gives several different ways to teach each concept.				

COURSEWORK

Courses Recommended for Addition	Why?	Courses Recommended for Deletion	Why?
How to recognize, evaluate and deal with learning problems (SED)	Currently not required for regular education majors. Should be a must!	EDP 162	Covered in all your classes--repetitive stuff. (Resume writing good, though).
Math methods course for non-math concentration majors	All elementary teachers must teach math whether or not math is their concentration		
Should be exposed to every concentration area at least a little. Should include practical experience.	At elementary level you have to teach all areas and should be prepared to do so.	Tests and Measurements	Somewhat interesting but too sophisticated for our level and use. Time could have been used better.
		Math and Science Concentration Courses that were upper-division in their departments (math, biology, etc.)	Didn't need such courses for teaching elementary children. Should concentrate on educatio aspects instead of pre-med zoology, etc! Helped my background in area, but not my ability to teach the subject
*** General Summary ***			
Desire for less specialized, more generalized methods courses.	To be better prepared for what would be used in classroom rather than advanced courses that would never be used.		
Would like these in concentrated area like reading concentration.			
One course (at least) in learning problems.			

COURSEWORK--Cultural Components

Non-Helpful Courses in Student Teacher Preparation	Non-Helpful Aspects	Why?	Applicable to Your Student Teaching?	Suggestions for Improvement
Black literature (Read African stories)	"Did not help me one bit in the classroom. Has not helped me handle a child that comes from a black family. Did not do what I had hoped it would."	Read stories written by black authors, but did not suggest how to handle a black child.	I thought the intent was to make me aware of cultural differences between whites, blacks, etc.	Do not require ethnic studies, or if it to be required, make it a practical.
		Focused on history of black culture, not today's black issues.		Same as above.
Black History	Interesting but not applicable. Not relevant to teaching.			
Black Literature	Did not understand or find interest in any of books read.			

COURSEWORK--Cultural Components

Courses Both Helpful and Non-Helpful	Helpful Aspects	Why?	Non-helpful Aspects	Why?	Applicable to Student Teaching?	Suggestions for Improvement
SOC 344(?) Ethnic Studies	Know history of various ethnic groups (i.e., when and why Cinco de Mayo is celebrated). Background for several ethnic groups.	Now know names and dates that will be useful during various celebrations such as Black History Month, Cinco de Mayo, etc.	Does not help understand problems of today's children.			
Child Development	Black and Chicano family life.	Up to date information			Schools ask interview question on subject, so it must be important.	Would be helpful to understand family life, income, etc.

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COOPERATING TEACHERS

Helpful	Non-Helpful	Adequate Model? Why?	Qualified to have Student Teacher?	Regular Feedback?	Suggestions
Very helpful--positive attitude Behavior management, lesson plan writing. Helped build long range planning skills.	Criticisms towards end were very picky and ruined student teacher's self-concept. (Coop. teacher was having personal problems and may have brought them into her professional experience).	At first, yes. But as student teacher took more responsibility in classroom, she became extremely critical and blamed student teacher for problems that occurred even when coop. teacher was in charge. Expected s.t. to be able to do things that coop. teacher could not do herself. Toward end of experience, student teacher did not value coop. teacher's comments.	No.	Definitely Yes!	
Positive attitude from coop. tchr. Gained self-confidence. Experiences were not cumulative leading to total teach; taught areas one at a time and then watched coop. teacher take over.		"Excellent" model.	Yes.	Beginning, yes. Later, less regular.	
Good ideas gained	Teacher missed a lot of school. Had to take over with substitute teacher.	Yes, compared to second semester model, but still could have been much better.	No, did not have enough of her own experience (was her 4th year to teach). Too involved with personal life. "Almost yes."		

COOPERATING TEACHERS

Level	Helpful	Non-Helpful	Adequate Model? Why?	Qualified to have Student Teacher?	Regular Feedback?	Suggestions
Second Time	Very positive attitude (esp. compared to supervisor).	Cooperating teacher did not allow any after-school time to talk with s.t.	No, very inconsistent in actions. None of her own "tried and proven" methods since she has very little experience of her own. Provided few written materials, ideas, etc. Not making s.t. work very hard.	No, very little experience! (this was only 2nd year to teach).	Yes, on a weekly basis (at least).	
Only S. T. Experience 2nd Grade)	Sat down and talked about individual kids' problems, what to look for, etc. before entering classroom. Went over lesson plans in advance. Observes and then gives feedback (sit down and talk about it)		Yes (even though she lost temper at times, with the class).	Yes.	Yes, almost on a daily basis.	
		Non enough feedback. Have no idea which direction to go from here. Teacher too involved in other non-school activities. No opportunity to write lesson plans.	No. "She's not telling me anything." Having to follow model of supervisor and old high school teachers, etc.! Having to be my own model! Does not take enough interest in the school itself.	Qualified--Yes Would want another s.t. to have her--NO.	No! Had only received one written observation to date of taping.	Have supervisor observe coop. teacher in classroom so that S.T. has idea of whether she should be following coop. teacher's example or not.

CONTENTS OF SEMINARS WITH SUPERVISORS

Subject/Item	Helpful for Student Teaching	Non-Helpful for Student Teaching	Suggestions
Scheduled weekly meeting time	Discussion with school nurse on policies and procedures. Discussion with AISD interviewer. Discussion with crisis intervention specialist. (SED)	Not always necessary, but since they are required, we still meet. Were helpful at beginning, but became a waste of time.	Use time for indiv. conferences with supervisor.
Topics covered	Well planned: Supervisor gave s.t. choice of topics to be covered. Learned about those things that were of interest, not useless information. Handouts included.		(graduate student supervisor)
	Student teachers decided which topics to cover. Seminars well-structured.	While helpful, they take time away from other activities such as talking with cooperating teachers, etc.	(graduate student supervisor)
(ECE)		Supervisor seems to put little time into planning them. Supervisor was often out of town and seminars not held. Tends to cover lesson plans only; no topic discussions. Consist of picking up or turning in lesson plans--15 min.!	(faculty member supervisor)
(Elementary)	Very open (invited s.t. to lunch, etc.). Seminar opening with 15 min. of sharing ideas, experiences, etc. Discussed behavior problems and possible solutions (specific). Handouts included. Time well spent.		(faculty member supervisor)
General Concensus	Well planned. Helpful. Handouts and advice rendered were "really good."		

CONTENTS OF SEMINARS WITH SUPERVISORS

Subject/Item	Helpful for Student Teaching	Non-Helpful for Student Teaching	Suggestions
Seminar topics			Panel discussion of first year teachers, other teachers, etc. Discussion on "The First Week of School." How to get children into routine of your classroom. "Planning Your Classroom."

QUALITY OF GUIDANCE AND SUPERVISION PROVIDED BY UNIVERSITY SUPERVISORS

Level	Subject/Item	Helpful	Non-Helpful	
Feedback Session		Advice on things to work on. Supervisor first came as scheduled, then came unexpectedly--which was good (although nerve racking!). Both positive and negative points made, but always with positive attitude taken.		
3-way		Student teacher was "let in" on what was discussed between cooperating teacher and supervisor.	Prior student teaching experience lacked this quality; made student teacher feel like a child.	(Supervisors--graduate students)
Feedback Session	Individual 30-minute session	Pointed out both good and bad points, but both in a positive manner. Very helpful. Supportive and helpful when cooperating teacher absent.		(Supervisor--faculty member)
3-way		Played middle-man (supervisor) but was ready to take s.t.'s side.		
Feedback Session	Quick, 10-minute session		A lot of negative feeling expressed. Hardly ever around. Suggestions do not appear helpful.	(Supervisor--faculty) Supervisor needs to be exposed to classroom situation--her experience has been with small groups (3-4) children. Would like to see that her suggestions do, in fact, work in the classroom.
3-way			Cooperating teacher's feelings are being hurt; supervisor never talks directly to her. Questioned cooperating teacher evaluation of s.t.	

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QUALITY OF GUIDANCE AND SUPERVISION PROVIDED BY UNIVERSITY SUPERVISORS

Level	Subject/Item	Helpful	Non-Helpful	Suggestions
Feedback Session	Not done individually; feedback form used. (Specific quesitons can be addressed in person) Discussions not on regular basis.	Some suggestions given on form are helpful. Positive attitude. Individual feedback forms were discussed in front of group at seminar, thus allowing exposure to a variety of problems and their solutions.	Supervisor has SED background and tends to focus on individual problems; does not see class as a whole. Do not feel that enough time is spent on individual feedback discussions.	
3-way			Cooperating teacher not helpful; would not give much information. Supervisor could not elicit opinions from coop. teacher.	
3-way		Open communication lines between all three persons.		

FIELD EXPERIENCES
Prior to Student Teaching

Where	Helpful	Harmful	How affected your student teaching	Adequate/Enough? Explain	How much?
			"Good" "Great" "The more you're out in the classroom, the better you are." "... the more confident you are."		
	Confidence gained			She had a total of 4 semesters in field exp.--2 student teaching plus 2 others (→) "I don't think I would have felt the way I feel now if I didn't have the extra s.t. and intern."	2 semesters: 1 reading concent internship 1 observation
Observation and reading concentration			"I wish I'd have had more."	Was never given opportunity to enter classroom and interact with students.	1 semester each
Observation and PED 350E	Learned a lot of classroom management in PED. Confidence gained for observation level.	Only prepared for one grade level (6th)	Very confident after observation with respect to same grade level. Scared at prospect of working with another (younger) grade level.	Would like to have had more experience with younger children in field(with respect to subject matter esp.).	1 semester each
Observation only	Teacher was very helpful and enjoyable. A lot of bulletin board work; little interaction with kids, but was in classroom the whole time. Built a positive attitude.		Gained positive attitude. Feel very comfortable with class.	Would have liked more actual teaching time (as opposed to just talking or helping time) prior to s.t.	1 semester

PRESERVICE SCHOOL INVOLVEMENT
Student Teaching & Field Experiences

Type of School Involvement	Positive Aspects	Negative Aspects	How University could have helped?	Suggestions for cooperating teachers and public school
Kindergarten student teaching (had previously observed kinder.)	Supportive supervisor Supportive school	Young cooperating teacher. Did not get along well. Cooperating teacher very critical and caused her (student teacher) to lose confidence.	Discussions with supervisor weren't much help. Coop. teacher should have been advised of student teachers' competence earlier. More preparation in methods classes.	Interview with student teacher. cooperating teacher, etc. prior to entering classroom. Cooperating teacher needs to realize that student teacher will not be her own carbon copy.
First grade student teaching	Warm cooperating teacher. Concentrated on positive aspects of student teacher's actions first, criticisms later.			
Observation, 6th gr. (active participation)	Close relationship with cooperating teacher.			
Student Teacher, 2nd grade	Were asked to provide biographical sketch. Hands-on. Got lots of ideas for games. Good relationship with supervisor. Supervisor gave valuable input.	Had requested higher grade and felt unprepared for 2nd grade.	Methods courses too specialized for particular level; had planned on 6th grade and had too re-work for 2nd grade completely.	
Observation (passive participation)		Not enough participation; was not prepared for student teaching.		
Student Teaching		Cooperating teacher set in her ways. Tends to give her opinions without reasons or analyzation. Little feedback (only 1 written one). Lack of communication.		

PRESERVICE SCHOOL INVOLVEMENT
Student Teaching & Field Experiences

Type of School Involvement	Positive Aspects	Negative Aspects	How University could have helped?	Suggestions for cooperating teachers and public school
Observation (Active participation)	Active participation.	Had to share experience with another observer.	Provide each observer with own cooperating teacher--same with student teacher. Sharing decreases impact of experience.	
Student Teaching	Cooperating teacher "nice"	Having to share experience with observation student. Have been put in charge of observer and don't feel qualified to be in such a position. Minimal guidance provided.		Cooperating teacher has only been teaching two years--not enough experience (has not prepared units, inconsistent discipline etc.).
Observation (632E)	Opportunity to teach reading was helpful. Saw the way I did not want to teach.	Poor "teacher" as cooperating teacher (nice person, but poor teacher). Children were afraid of cooperating teacher. Would have liked more guidance on how to teach areas besides reading.		
Student Teaching (15 3rd grade children) Regular	Was exposed to behavior problems (mild). Cooperating teacher open to s.teacher's ideas. Cooperating teacher gave regular feedback. (including helpful, constructive criticism and positive reinforcement.)		Supervisor was very helpful.	
Student Teaching, SED (8 children)		Was not forwarned of special student problems. Had to learn a lot of things "on my own."		Biographical sketch or interview prior to entering classroom. Would also like to know background of cooperating teacher

Appendix E

Identification of Teaching Skills for Reading Tables

Tables	Survey		Tables	Survey		Tables	Survey	
Skill	Group	Skill	Skill	Group	Skill	Skill	Group	Skill
1	I	A1	26	II	C1	51	IV	B10
2	I	A2	27	II	C2	52	IV	B11
3	I	A3	28	II	C3	53	IV	B12
4	I	A4	29	II	C4	54	IV	B13
5	I	B1	30	III	1	55	IV	B14
6	I	B2	31	III	2	56	IV	B15
7	I	C1	32	III	3	57	IV	B16
8	I	C2	33	III	4	58	IV	C1
9	I	C3	34	III	5	59	IV	C2
10	I	D1	35	III	6	60	IV	C3
11	I	D2	36	III	7	61	IV	C4
12	I	E1	37	III	8	62	IV	C5
13	I	E2	38	IV	A1	63	IV	C6
14	II	A1	39	IV	A2	64	V	1
15	II	A2	40	IV	A3	65	V	2
16	II	A3	41	IV	A4	66	V	3
17	II	A4	42	IV	B1	67	V	4
18	II	A5	43	IV	B2	68	V	5
19	II	B1	44	IV	B3	69	V	6
20	II	B2	45	IV	B4	70	V	7
21	II	B3	46	IV	B5	71	V	8
22	II	B4	47	IV	B6	72	VI	1
23	II	B5	48	IV	B7	73	VI	2
24	II	B6	49	IV	B8	74	VI	3
25	II	B7	50	IV	B9	75	VI	4
						76	VI	5

I. Planning

II. Management of Student Conduct

III. Instructional Organization and Development

IV. Presentation of Subject Matter

V. Evaluation

VI. Personal and Professional Qualifications